



LOWER RICHLAND HIGH

2615 Lower Richland Blvd.
Hopkins, South Carolina

Grades	9-12 High School	
Enrollment	1,343 Students	
Principal	Kelvin Wymbs	803-695-3000
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	Below Average	Good
2007	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
3	3	19	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	61.7%	59.7%	63.2%	70.9%	72.7%	69.2%
Passed 1 subtest (%)	21.5%	23.7%	19.4%	15.7%	14.7%	17.2%
Passed no subtests (%)	16.8%	16.6%	17.5%	13.5%	12.7%	13.5%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	83.6%	87.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	359	399	236	188
Number of Graduates in Cohort	219	272	162	138
Rate	61.0%	68.2%	70.2%	72.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	357	N/A	208
Number of Graduates in Cohort	N/A	227	N/A	145
Rate	N/A	63.6%	N/A	72.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	64.5%	70.1%
English 1	56.9%	56.5%
Biology 1/Applied Biology 2	54.2%	55.3%
Physical Science	42.3%	47.1%
US History and the Constitution	29.5%	34.3%
All Tests	47.3%	51.0%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,343)				
Retention rate	3.8%	Down from 6.8%	4.2%	3.4%
Attendance rate	97.6%	Up from 96.0%	95.3%	95.0%
Served by gifted and talented program	18.0%	Up from 14.5%	10.0%	12.4%
With disabilities other than speech	10.4%	Down from 13.0%	11.9%	9.9%
Older than usual for grade	9.9%	Down from 12.2%	9.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Up from 1.9%	0.8%	0.9%
Enrolled in AP/IB programs	21.0%	Up from 17.7%	8.7%	13.0%
Successful on AP/IB exams	15.0%	Down from 19.8%	29.9%	51.7%
Eligible for LIFE Scholarship	31.1%	Up from 27.0%	27.6%	30.1%
Annual dropout rate	4.2%	Down from 6.8%	2.4%	2.5%
Career/technology students in co-curricular organizations	14.4%	Up from 14.1%	5.4%	2.9%
Enrollment in career/technology courses	867	Up from 771	275	419
Students participating in work-based experiences	1.1%	Down from 2.5%	6.0%	7.2%
Career/technology students attaining technical skills	69.4%	Down from 75.9%	78.9%	83.0%
Career/technology completers placed	99.2%	Down from 99.5%	100.0%	98.4%
Teachers (n=85)				
Teachers with advanced degrees	68.2%	Up from 62.8%	59.6%	61.1%
Continuing contract teachers	70.6%	Down from 71.3%	73.4%	80.6%
Teachers returning from previous year	80.6%	Down from 82.4%	83.3%	86.5%
Teacher attendance rate	95.3%	No Change	95.0%	95.5%
Average teacher salary*	\$48,752	Up 0.2%	\$46,476	\$46,884
Professional development days/teacher	6.4 days	Down from 12.5 days	9.9 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	29.6 to 1	Up from 27.8 to 1	24.3 to 1	26.5 to 1
Prime instructional time	91.5%	Up from 89.8%	90.4%	89.3%
Dollars spent per pupil**	\$9,894	Down 3.5%	\$8,248	\$7,804
Percent of expenditures for teacher salaries**	55.8%	Up from 54.2%	54.9%	58.0%
Percent of expenditures for instruction**	59.9%	No Change	59.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.7%	Down from 100.0%	96.9%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	299	83.6%	1249	47.3%	359	61.0%	No
Gender							
Male	151	77.5%	617	47.0%	194	50.5%	N/A
Female	148	89.9%	607	47.8%	165	73.3%	N/A
Racial/Ethnic Group							
White	27	81.5%	88	65.9%	41	46.3%	N/A
African American	265	83.4%	1119	45.5%	305	62.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	14	78.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	33	39.4%	46	19.6%	32	46.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	186	80.1%	901	45.2%	199	57.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

During the 2010-2011 school years our mantra was "Great Things Come from Lower Richland." This mantra was evidenced by the success of our students in the classroom, their success in extracurricular activities and the improvement of established programs. Lower Richland provides students with the opportunity to meet their academic and social needs with a focus on the students' future. Our Smaller Learning Communities (SLC) structure allows students to develop career goals in conjunction with our High Schools that Works initiative (HSTW). Our school design is a Freshman Academy with three upper Academies. They are: The School of Arts and Humanities, The School of Health and Human Services and The School of Business and Engineering. These academies were highlighted in our Technical Assistance Visit report that we successfully completed this year. Academically, Lower Richland is an International Baccalaureate School. IB students and students in our Advanced Placement classes can gain credit for college through these courses of study.

Lower Richland promotes literacy throughout the school in conjunction with district and HSTW requirements. Lower Richland is a member of the Gear Up consortium, a group of schools committed to increasing college attendance. Seniors were enrolled in College Summit, a course within their English classes, to assist with college applications, personal statements and identifying sources for college funding. This year we also had College Application Day where all seniors applied to at least one college or university. Colleges and Universities from around South Carolina assisted our students with applications and some students were even admitted on site. This event was such a success that it will become a tradition at Lower Richland. We are delighted to announce that our graduates received over 5 million dollars in scholarships.

Students at Lower Richland High School are attached to the local community through numerous service opportunities. Our cheerleaders, Teacher Cadet, Student Government leaders and JROTC participated in numerous community service activities at many different venues. JROTC has been recognized as a National Honor Unit for the past eighteen years.

Lower Richland students excel in the area of extra-curricular activities. Our boy's and girl's basketball teams captured the Region V 3A championships. Our CATE department student participants were winners at district and state levels and our Project Lead the Way Program received full certification. Lower Richland students hold state office in Skills USA, HOSA and FCCLA and attend national conferences. We pride ourselves on being a comprehensive high school where all students are offered an educational program to meet their individual needs.

Lower Richland is a community and all stakeholders are important. We offer parent workshops, ministerial meetings, and meetings with business partners. Grandparents Day and Diamond Day are held to promote community involvement. PTSA sponsors scholarships for children of members while School Improvement Council provides assistance to the administration in outlining school goals and our Booster Clubs provide additional financial support for student activities.

Marvin Byers,Principal George Whitehead, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	94	204	71
Percent satisfied with learning environment	56.4%	53.5%	73.2%
Percent satisfied with social and physical environment	72.3%	58.9%	58.6%
Percent satisfied with school-home relations	51.6%	73.0%	73.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 8 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	329	96.4	15.4	39.9	31.1	13.6	53.1	58.2	68.0	No	Yes
Male	172	96.5	21.3	34.0	32.0	12.7	50.0	53.5	63.1	N/A	N/A
Female	157	96.2	8.8	46.3	30.1	14.7	56.6	62.6	73.1	N/A	N/A
White	28	96.4	8.0	32.0	36.0	24.0	60.0	86.7	79.4	I/S	I/S
African American	292	96.2	16.6	41.1	30.4	11.9	51.8	50.8	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	83.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	59.1	62.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	46	95.7	66.7	27.3	6.1	N/A	15.2	18.3	22.8	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	45.1	I/S	I/S
Subsidized meals	210	97.6	15.6	40.2	34.1	10.1	52.5	47.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	329	96.0	31.8	41.3	20.6	6.3	37.4	50.3	62.3	No	Yes
Male	172	96.5	34.7	38.7	20.0	6.7	38.0	48.6	61.4	N/A	N/A
Female	157	95.5	28.7	44.1	21.3	5.9	36.8	52.0	63.2	N/A	N/A
White	28	96.4	24.0	36.0	40.0	N/A	44.0	82.9	75.3	I/S	I/S
African American	292	95.9	33.6	41.9	18.2	6.3	35.2	41.6	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	84.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	56.8	59.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	46	95.7	87.9	12.1	N/A	N/A	N/A	16.2	21.5	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	34.4	47.1	I/S	I/S
Subsidized meals	210	97.1	34.6	39.7	21.2	4.5	36.9	39.9	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	329	90.3	83.5	7.7	5.1	3.7	8.8	N/A	N/A	N/A	N/A
Male	172	89.0	81.0	8.5	6.5	3.9	10.5	N/A	N/A	N/A	N/A
Female	157	91.7	86.1	6.9	3.5	3.5	6.9	N/A	N/A	N/A	N/A
White	28	85.7	58.3	16.7	12.5	12.5	25.0	N/A	N/A	N/A	N/A
African American	292	90.8	87.2	6.8	3.8	2.3	6.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	46	52.2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	210	91.0	85.9	6.3	4.2	3.7	7.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	361	98.3	20.8	41.3	25.9	12.0	46.7	58.5	65.9
	2011	329	96.4	15.4	39.9	31.1	13.6	53.1	58.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	361	98.1	34.1	41.7	19.6	4.5	32.0	52.1	62.3
	2011	329	96.0	31.8	41.3	20.6	6.3	37.4	50.3	62.3

* Adjusted to account for natural variation in performance.